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ABSTRACT

For 10 years, Rockland Community College (RCC), a college of the State University of New York, operated a Special Services Project (SSP), using federal aid to provide remedial and English as a Second Language (ESL) instruction to educationally disadvantaged students and those with limited English abilities. In 1987, RCC decided not to rely solely on external funding to provide comprehensive services to the educationally disadvantaged, and established the Department of Developmental Studies to institutionalize and coordinate the services that had previously been provided under the SSP. The department provides transition counseling and tutoring for college skills/ESL students as they move into the college mainstream and helps faculty to develop strategies to meet the needs of students entering college-level courses after completing remedial/developmental requirements. Since the department's clientele represents a wide range of students, staffing was designed to be as diverse as possible, including a department chair, coordinators for college skills and ESL activities, developmental instructors and counselors, and teaching assistants. The Department of Developmental Studies currently offers instructional, counseling, and tutoring services for some 70% of the entering freshmen at the college. As the department expands its role of serving students as they move into the college mainstream, student progress and retention are expected to improve. (AJL)

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Maintaining Access, Excellence and Retention: Adaptable Strategies for Developmental Programs

Presented at National Council of Educational Opportunities Association Seventh Annual Conference, Washington, D. C., September 19, 1988

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Despite the fact that the Special Services for Disadvantaged Students legislation has existed since 1964 and that the funds allocated, the number of projects funded and the number of students served over the years has been an achievement for which all of us associated with TRIO can be proud, we are aware that we cannot rely on federal funding to support all of the varied and complex needs of educationally and financially disadvantaged college students. We also know through bitter experience since 1964 that there may at times be decreases in federal funding which severely impact on the federal education budget and eventually projects such as TRIO. Although we are not sure of the total potential impact of decreased federal funding on higher education, we know that less money is likely to be available in the long range future for various support services such as TRIO. With a larger number of institutions documenting need for funds to serve first generation college students who have educational and financial need the competition for the funds becomes greater than ever. For example, in the recent competition for $72 million in grants provided through Upward Bound, a program that encourages low-income high school students to obtain post secondary education, it was necessary to obtain a minimum score of 97.1 points out of a possible 115 for funding. Some two dozen institutions didn't receive funding because scores on their proposals were only a point or two low.[1]

The trends toward greater accountability in higher education, decreased number of high school graduates entering colleges and universities, and reductions in federal funding affect remedial/developmental programs head on. Many of those institutions which decide to recruit other clientele to make up for the fewer students who are moving directly from high school to college (ages 18-20) find that they are admitting a larger proportion of new clientele who are older, who are from minority backgrounds and who are physically handicapped. We know from reviewing placement tests and from assessing the basic skills of these students that many of them are in need of remedial/developmental services in order to succeed in college. We are aware too that many of the students are unsure about their purposes for being in college, they are not certain what to expect from college and they are afraid that they will

not succeed. They are not clear about their short range and long range vocational goals, they may be unaware of the vocational options which are available to them and they may be unrealistic about the requirements for various occupations. The scope and range of services necessary to meet the needs of these clientele require more not less from the remedial/developmental areas.

The emphasis in higher education on maintaining "standards" and on providing viable evidence of competency, especially in basic skills, also impacts directly on remedial/developmental education. We are expected to serve students with a wide range of needs and to prepare them to meet minimal standards which may be more stringent than in previous years. While we applaud the moves toward excellence in higher education, it appears that in an attempt to respond to the external and internal pressures relating to accountability in higher education some educators and governing bodies have over reacted and have established standards which in essence are impossible for students to meet given their educational deficits upon entry and the limited time available for remedial/developmental services. This procedure results in a "revolving door" which is both unfair to the students and ultimately costly to the institution. Virtually all the studies on attrition in higher education conclude that it is less costly to an institution to retain a student already enrolled than it is to recruit and admit a new student.

While some institutions will attempt to limit access as a way to meet the political and economic pressures, it is likely that only in the most elite institutions will there be no need for remedial/developmental services. We can't ignore the reality that in 1982 even at prestigious institutions such as Stanford and Berkeley some 90% of the entering freshmen were in need of some type of remedial/developmental education.[2]

Those institutions which continue to serve a wide range of clientele will need to develop new structures and new partnerships in order to serve a more diverse clientele. As institutional changes are proposed those of us engaged in remedial/developmental education will need to take a leadership role in educational decision making and planning. While we

must be flexible, creative and pragmatic, we also must not compromise in the areas where we have an increasing body of data and experience indicating that which is effective in dealing with our clientele.

The focus of this presentation is on a model for developmental education which is competency-based, cost effective and retention-sensitive. The model which is now institutionalized at Rockland Community College is the outgrowth of the successful Special Services Project which was in operation at the College from 1977 - 1987. Areas to be discussed are: (1) clientele served, (2) Special Services Project programs; (3) need for institutionalization of services, (4) Developmental Studies Department model: services and staffing; and evaluation.

CLIENTELE SERVED

Rockland Community College, a community college of the State University of New York (SUNY) is an open admissions institution committed to admitting any resident of Rockland County over the age of 18 who can benefit from the College's services. It is one of the largest of the SUNY community colleges with an enrollment in 1987-1988 of 8580 students in the Fall Semester, 1987 and 7889 students in the Spring Semester, 1988 (6243 FTES). In the late 1970's the College had both: (1) a remedial/developmental program (College Skills), providing reading, writing and mathematics instruction, academic advisement, and small group and individual counseling and; (2) an English As A Second Language (ESL) Program offering ESL classes and academic advisement for both permanent residents and for foreign students from abroad with limited English language proficiency. While these programs successfully served those students with the highest initial achievement levels in basic skills, they were less successful in serving the students with the most severe educational and economic needs. Therefore, in 1977 the College applied for and was awarded a Special Services Project grant to serve the students with the greatest needs in both the College Skills and ESL programs.

In the initial year of the project (1977-1978) a total of 308 students were served. A total of 154 were selected on the basis of their limited reading and writing achievement and 154 were selected based on limited English language proficiency. During the ten year period (1977-1978) the demography of Rockland County changed also affecting the enrollment at the College. In the academic year, 1986-1987, the Special Services Project admitted 375 students; 282 (75%) with limited English language ability and 93 (25%) with deprived educational backgrounds.

SPECIAL SERVICES PROJECT PROGRAMS

Throughout the ten year period (1977-1987) at the College the Special Services Project offered various features which could not have been provided solely through College funds. These offerings included:

1. Individual needs assessment and academic advisement for each Project participant.
2. Individual instructional contracts and prescribed learning activities based on diagnosis in reading, writing and mathematics.

3. Small classes in College Skills and ESL for the students with the greatest educational needs.
4. Individual and/or small group tutoring as needed.
5. Counseling seminars and/or individual counseling sessions for each Project participant (bilingual if needed).
6. College orientation and development of strategies for success in college.
7. An increased variety of instructional materials, including computer assisted instruction to serve students' needs.

The Project also provided funds for various staff development activities including:

1. Curriculum development for the instructional and group counseling components, providing an opportunity to revise the curriculum on an on-going basis as the needs of the clientele changed.
2. On-going supervision and training of tutors, teaching assistants, and counselor interns who assisted Project instructors and counselors.
3. Pre-service and in-service professional development activities for the staff.
4. Specific faculty development activities related to the development of computer literacy and the use of computer assisted instruction.
5. Funds for professional conferences and workshops for the professional staff.

The College expressed its commitment to the Project and the students it served through various means including:

1. Location of the Project offices in the center of the academic community.
2. Selection of a Project Director who was well respected in the College and who met regularly with the Department Chairpersons and Program Coordinators. This body includes those persons most responsible for major decision making regarding instruction at the College.
3. Encouragement of Project staff to become active in the College and to serve on various College committees including the Faculty Senate.
4. Funding of Project evaluation including an external evaluation consultant.

Through these various offerings and organizational structures the Special Services Project was successful in meeting the needs of the clientele. For example, data from the Project evaluation for 1986-1987 indicated that the majority of the Project clientele: (1) made statistically significant progress in the development of reading, writing and

mathematics, (2) were in good academic standing, (3) entered the College mainstream, and (4) maintained good standing in the College mainstream.[3]

NEED FOR INSTITUTIONALIZATION OF SERVICES

As the College administration and the Special Services Project Director began to consider drafting the Special Services Project proposal for the three year cycle beginning in the academic year 1987 - 1988, it became apparent that the College would be unwise to rely solely on Project funds to maintain the comprehensive services currently provided for the educationally disadvantaged population at the College. In addition to the realization that depending on the political climate there could at any time be a decrease in federal funding, it became apparent that the number of students needing remedial/developmental services at the College was increasing. Further review of the demographic and socio-economic trends in the County showed that this enrollment trend was likely to increase throughout the 1990's.

Statistics indicated, for example, that of the entering freshmen assessed for placement in English and mathematics courses at the College, some 70% are placed in one or more College Skills or English As A Second Language course or developmental support module per semester. The students in College Skills characterize the full range (age, sex, ethnic backgrounds, religions, social class) of clientele at the College. While the ESL enrollment continues to include some 250 students yearly from abroad, the majority of the students in ESL classes (84%) are first generation college students who are permanent residents in Rockland County.

There also was concern that the progress students made while enrolled in College Skills and ESL courses, especially with the supports provided through the Special Services Project, was not maintained as the students moved into the College mainstream. The success rates, student progress and retention for students enrolled in College Skills and ESL consistently remained above the national norm and College Skills, as a remedial/developmental program, and the Special Services Project both received national recognition and exemplary status. However, College data, sketchy though it may be, indicated that there was a need for continued support services for the College Skills/ESL graduates as they progressed into the College mainstream and toward their educational goal; i.e. Associate Degree, Professional Certification, transfer to complete a BA degree, etc.

A review of recent literature showed that two dimensions necessary for successful learning improvement programs are comprehensiveness and institutionalization.[4] In Raising Academic Standards: A Guide to Learning Improvement, Keimig describes these dimensions further:

> Individualized support services are provided with the flexibility to meet a wide range of students' needs. Curricula are adjusted in the planning of academic courses and tutorial assistance, remediation, and on-going social and psychological support provided.
>
> In a successful program, the developmental concept is perceived as an institutional mission, and learning services are integrated into the academic mainstream. The remedial/developmental program has department or divisional status and maintains a close working relationship with the academic areas of the college or university.[5]

Magarrell also indicates that, "Whether designed to eradicate educational deficiencies (remedial) or to intervene with an appropriate learning experience at the time the need is recognized (developmental), since the 1960's the expected payoff from these programs has been increased grade point average (GPA) and retention.[6]

Keimig also says that the research literature provides strong support for the position that "the most effective roles for remedial/developmental programs in a college or university are those of catalyst and energizer for instructional development and of co-developer, guide and deliverer of services to create more responsive educational environments."[7]

DEVELOPMENTAL STUDIES DEPARTMENT MODEL

With the findings of Keimig and others as a basis for its design and the proven success of the individualized model and of the integrated instructional and counseling components implemented through the Special Services Project as evidence of the need for continuation of these services, the College decided to establish in 1987 a Department of Developmental Studies. Provisions were made in the College budget for three full time counselor positions and three full time instructor positions which had been funded through the Special Services Project. The department provides comprehensive developmental services for a full range of clientele enrolled on Main Campus and other College Local Learning Centers and Sites. While most of the services were already in existence prior to 1987, the department provides coordination of the services, visability and increased utilization of services and staff and cost effectiveness. In addition to providing transition counseling and tutoring for College Skills/ESL students as they move into the College mainstream the department staff also provide mainstream faculty development and assistance in creating strategies designed to meet the needs of the increasing number of students who progress into the mainstream after completing the requirements of the remedial/developmental courses.

SERVICES

College Skills/ESL

Services provided for students placed into College Skills or ESL courses include the following:

a. Assessment/Academic Advisement
b. Counseling - group and individual
c. Remedial/developmental courses - competency based
d. Tutoring - provided through credit free course format (small group, individual, Computer Assisted Instruction - CAI)
e. Supplemental Tutoring - provided through Special Services and other grants (small group, individual,CAI)

It is also expected that credit-free courses in study skills, writing, spelling, listening, and vocabulary development will be provided for students enrolled in the College mainstream. Referrals for the courses will come from faculty who identify students in academic difficulty.

Tutorial

Although some tutorial services are provided through College funds, the majority are provided through various non-College funding sources (i.e. Special Services, VEA) and are designated for specific clientele (i.e. disadvantaged, nursing, health-related professions. Tutorial services include the following:

a. College Skills
b. English As A Second Language
c. Special Services (College Skills/English As A Second Language)
d. Mainstream Supplemental
    1. PEER Tutoring (small group, individual)
    2. Special Services (small group, individual, CAI)
    3. Vocational Education Act (VEA)
    4. Educational Opportunity Program (EOP)
    5. Support tutorials related to courses (Nursing, Science, English Composition)

The supervision of the College Skills, ESL, Special Services and VEA-Disadvantaged supported tutoring falls within the Developmental Studies Department. It is expected that as the College moves to provide tutorial support services for a larger number of mainstream students on Main Campus and at the Local Learning Centers and Sites, it will be necessary to examine the current tutoring models and to develop methods to integrate and coordinate services so that unnecessary duplication of services does not occur and so that all students have access to available services. The College will also need to examine ways to fund the services so that they will be on-going and not totally dependent on federal funds.

Faculty Development

Services include:

a. Content Co-Related Courses
b. Consultation
c. Workshops and Seminars
d. Development of Resource Materials
e. Other Publications

While the Rockland Community College faculty in general has a reputation of being "student centered" and has been well schooled in various content disciplines, most have not received formal pedagogical training. The developmental staff, however, by necessity has developed expertise in this area. Many of the staff have received recognition from their peers and have presented papers and workshops at various state

and national conferences. A major component of the Special Services Project since its inception in 1977 has dealt with faculty development, especially focused on the needs of non-traditional, educationally disadvantaged clientele.

With a large proportion of the entering students at Rockland Community College identified as needing developmental services and with a College commitment to serve these students as they progress through the mainstream, it is necessary for the College faculty as a whole to understand the characteristics and needs of the clientele and to receive assistance in developing educational strategies to serve them.

Therefore, the Developmental Studies Department includes a faculty development and resource function which provides the following services:

1. Consultation with mainstream faculty - informal and formal.
2. Coordinated efforts to develop co-related courses which include content and study strategies related to specific content.
3. Workshops and Seminars.
4. Identification of and development of resource materials.
5. Publication of occasional papers and materials.

Additional Services

Two additional services to be provided by the department include Basic Skills Education (for native and non-native clientele) and the development of partnership programs.

The Basic Skills Education program is envisioned to serve new clientele who want to improve their English language skills and/or basic numeracy skills prior to matriculating at the College. After achieving a minimal competency level in reading, writing or mathematics, students desiring a college certificate or degree could be referred to College Skills or ESL courses. Members of the Developmental Studies Department staff will develop the program, possibly in conjunction with other County agencies.

Partnership programs are also being explored as a means of serving potential developmental clientele. Attempts are being made to develop pre-college services for students while enrolled in secondary school and to utilize the experience of the College staff in assisting

the secondary school staff in providing these services where appropriate. Developmental skills courses for persons employed in business and industry and offerings for individuals funded through Social Services Agencies are also being planned.

STAFFING MODEL

Since the clientele who receive developmental services represent a wide range of students with unique needs, a diversified staffing model was designed to provide individualized instructional and counseling services and tutoring to meet the needs. The roles and responsibilities of the personnel responsible for the remedial/developmental services are designed to maximize individualized instruction and to provide the most effective assessment, advisement and counseling within a cost effective framework.

Job Description - Chairperson

The Chairperson of Developmental Services (1.0 FTEF) serves full time as the administrator responsible for the coordination and integration of the remedial/developmental services (College Skills, ESL, Tutorial Services, Faculty Development, Basic Skills Education, Partnership Programs) at the College. The Chairperson works with the College Skills and ESL Coordinators to plan staff meetings and inservice training sessions for the staff and serves as a liaison between the College administration and the programs, services, and departments dealing with remedial/developmental education. The Chairperson reports to the Dean, Instructional and Community Services.

Various functions include:

1. Assist Coordinators reporting to the Chairperson in designing and modifying programs to be consistent with College policy and attempt to effect policy change when appropriate.
2. Provide oversight for the following administrative functions:
   a. Schedules
   b. Budgets
   c. Staff
   d. Inventories of instructional materials (books, workbooks, multi-media, CAI)
   e. Space needs (Main Campus and other College locations).

3. Provide the following liaison functions between the programs and the College:

   a. Office of Student Services (i.e. Admissions, Financial Aid, Counseling, Life Skills, Life/ Career and Educational Planning Center)

   b. Local Learning Centers

   c. Other instructional departments of the College (assist in planning special courses and programs when needs exist, provide consultation to faculty who request assistance in dealing with students with basic skills problems, serve on various College committees)

   d. College projects such as Special Services, EOP, VEA.

4. Provide liaison functions between various county agencies and organizations, the Rockland County high schools, remedial/developmental students and parents (where appropriate).

5. Disseminate information regarding programs at state and national organization conferences and workshops and provide program staffs and College administration and faculty with information regarding remedial/developmental education in higher education.

6. Design in conjunction with the Rockland Community College Office of Institutional Research and outside consultants, various research and evaluation projects related to remedial/developmental programs and services.

7. Explore sources of additional federal and state funding sources and assist the Rockland Community College Grants Office in preparation of proposals related to remedial/developmental services and areas where College programs can be increased. (i.e. business/industry, other locations).

8. Develop a plan for College-wide faculty development which focuses on serving remedial/developmental clientele as this population moves into the mainstream.

Job Description - Coordinator, College Skills
Coordinator, English As A Second Language

These Coordinators provide supervision of College Skills and ESL as designed and approved in the Alternative Model for College Skills.[8] The Coordinators are responsible for a remedial/developmental operation which: (1) includes instructional, assessment, tutorial and referral services, (2) utilizes diversified staffing, and (3) incorporates individualized learning activities and employs multi-media and varied modes of instruction. The Coordinators are responsible for developing

or acquiring quality instructional services for those students who must achieve minimal competencies in reading, writing, English language skills, and/or mathematics prior to be being admitted to a full mainstream College program. Although the focus of the services is developmental, the Coordinators interact with various areas and persons inside and outside the College to attempt to provide quality transitional courses and support services for students after they enter the College mainstream as well. The Coordinators will be directly responsible to the Chairperson of Developmental Studies.

Specific duties include:

Administrative

1. Recommend for appointment, supervise and evaluate faculty (full time and part time) on the Main Campus and the Local Learning Centers (day and night).
2. Recommend for appointment, supervise and evaluate paraprofessional teaching assistants on the Main Campus and the Local Learning Centers (day and night).
3. Conduct faculty and staff meetings and inservice training sessions.
4. Serve as a liaison between the Chairperson of Developmental Studies and the teaching staff:
   a. Design and modify the academic program to be consistent with College policy and attempt to effect policy change when appropriate.
   b. Attend regular meetings of Chairs and Coordinators and perform various administrative functions as required by the College administration.
      (1) Prepare Schedule
      (2) Prepare Faculty and Paraprofessional Schedules
      (3) Prepare Budget
      (4) Approve Purchase Orders
   c. Coordinate the operation of College Skills and ESL with the Office of Student Services (i.e. Admissions, Financial Aid, Counseling), Local Learning Centers.
   d. Coordinate the operation of College Skills and ESL with other instructional departments of the College - design special courses and programs when unique needs exist.
   e. Coordinate the operation of College Skills and ESL in the Local Learning Centers and in other off campus settings.

5. Serve as a liaison betwen the College faculty and College Skills and ESL staffs:

   a. Serve or appoint a faculty member to serve on the Faculty Senate.

   b. Serve on various College committees and on various committees for various College appointments.

   c. Provide consultation to faculty who request assistance in dealing with students with basic skills or English As A Second Language problems.

6. Serve as liaison between various county agencies and organizations, the Rockland County high schools, College Skills and ESL students and their parents and College Skills and ESL.

7. Disseminate information regarding College Skills and ESL at state and national organization conferences and workshops and provide College Skills and ESL staffs and College administration and faculty with information regarding remedial/developmental education in higher education.

Needs Assessment and Curriculum Development and Review

1. Design and implement the needs assessment process and procedures for College Skills and ESL students in conjunction with the Director of Assessment and Placement.

2. Design and modify the College Skills and ESL courses which are competency based and which include cognitive and affective objectives and design and modify individualized learning activities and support services.

   a. Design and modify all components of College Skills and ESL.

   b. Design and modify the individualized learning activities in the Individualized Learning Activity Centers on Main Campus and the Local Learning Centers - relate to College Learning Center when appropriate.

   c. Design materials when necessary.

   d. Select and/or design computer assisted instructional materials and software.

3. Design, collect data and implement courses for special needs.

4. Design and implement courses developed in conjunction with other academic departments - English, Mathematics, Psychology, Social Sciences, Library/Media Center.

5. Design and implement various research project related to College Skills and ESL.

Job Description - Developmental Instructors

It is widely recognized that professional developmental educators instructing educationally disadvantaged native American college students or English As A Second Language college students must possess a solid theoretical foundation in the content of a specific academic discipline or in an area of expertise such as Linguistics or English As A Second Language and that they must possess other equally important skills as well. Instructors within College Skills and English As A Second Language are expected to serve as: (1) instructors, (2) managers/supervisors/trainers, (3) curriculum planners/designers, and (4) assessment specialists/advisors.

While it is assumed that the Instructors fulfill each of the four duties to some extent, it is expected that the assessment role focuses on instructional diagnosis and assessment.

Specific duties of the Instructors include:

A. Instructor

1. Develop an instructional contract with each student which specifies the instructional objectives, the prescribed work to be completed in order to meet the objectives and the means by which the satisfactory completion of the objectives will be evaluated.
2. Provide direct delivery of instruction in courses.
3. Meet with students individually during stated office hours and at other times when appropriate.
4. Provide prescriptions for individualized or group tutoring when needed.

B. Manager/Supervisor/Trainer

1. Supervise the adjunct faculty or paraprofessional teaching assistants who will implement instruction in various courses and support services.
2. Keep accurate and timely records of student progress, attendance and other data which will enable instructors to make meaningful and realistic recommendations regarding student progress.
3. Attend staff meetings and staff training sessions.
4. Meet with Master Counselors and the Coordinators to discuss specific needs of individual students when necessary.

C. Curriculum Planner/Designer

1. Design, develop or revise the curriculum.
2. Explore the formation of expanded developmental services or learning resources for mainstream students who could benefit from them.
3. Participate in on-going evaluation of the curriculum.
4. Select or develop various learning resources and modes of instruction.
5. Develop diversified approaches to delivery of services.
6. Develop a taxonomy of learning resources for College Skills/ESL.
7. Develop the use of computer assisted instruction.
8. Design instructional materials and/or computer software.

D. Assessment Specialist/Advisor

1. Participate in needs assessment sessions which determine appropriate placement for students in courses.
2. Participate in meetings to review student placement and to discuss modifications, expecially in relation to College wide assessment.
3. Participate in meetings to review financial aid requirements and legislative changes which affect program policy.

The following are suggested developmental activities in which Instructors might participate.

A. Professional Development

1. Participate in professional organizations (hold office, present papers or provide workshops or seminars).
2. Attend professional conferences, workshops or seminars.
3. Participate in staff training sessions.
4. Participate in Rockland Community College faculty development workshops.
5. Write for possible publication.
6. Review professional literature on a regular basis.

B. Institutional Involvement

1. Participate on College committees (i.e. Search, Faculty Senate, CAI).
2. Participate in College activities which are provided for students (i.e. Intercultural Festivals, Student Life Activities, Historically Black College Day).
3. Participate in College activities which are provided for the College community.
4. Attend faculty/staff meetings.
5. Develop informal networks with colleagues in departments where students will be expected to take courses after leaving College Skills or ESL (i.e. English, Mathematics, Psychology, Social Sciences, other).

C. Community Services

1. Develop an effective referral network for students who cannot be served effectively by College Skills.
2. Participate in community outreach.
3. Present programs to the community if requested.
4. Serve as advocates for educationally disadvantaged and ESL adult students.
5. Develop new program components as a response to community needs and provide basic skills instruction and services at various locations throughout Rockland County.

Job Description - Developmental Counselors

Developmental Counselors serve students enrolled in either College Skills or English As A Second Language courses. Specific assignments vary according to need. The Counselors serve students enrolled in College Skills and English As A Second Language courses and provide follow-up counseling and advisement for College Skills and English As A Second Language students after they enter the College mainstream. The Counselors provide academic assessment and advisement, lead small group and individual counseling sessions (non credit and credit), and individual counseling sessions, and participate in designing the counseling curriculum. A minimum of an M.A. in counseling and experience with educationally disadvantaged and English As A Second Language college students is required. Proficiency in Spanish is required for assignments with predominately Spanish speaking students; other languages

may be required dependent upon assignment.

One Developmental Counselor position requires a minimum of a Ph.D. in Counseling in addition to the qualifications specified for all Developmental Counselors. The individual selected to fill the position is responsible for the supervision and training of the counseling staff and the coordination of the planning and designing of the counseling curriculum.

The Developmental Counselors will report to the Chairperson of Developmental Studies.

Specific Duties Include:

A. Counselor

1. Provide academic/career/personal counseling.
2. Conduct individual counseling sessions.
3. Lead group counseling seminars.
4. Provide referral counseling.
5. Provide workshops, seminars and meetings to fill counseling needs.
6. Continue modification of techniques/tools to address students' needs.
7. Develop and implement outreach work in College Skills/ESL.

B. Manager/Supervisor/Trainer

1. Supervise paraprofessional interns and counselor/tutors.
2. Coordinate case management of students (i.e. student/teacher, student/referring and/or referral agency, student/student services, student/mainstream course instructors).
3. Develop and implement training programs, workshops for staff.

C. Curriculum Planner/Designer

1. Design/develop counseling curricula.
2. Deliver instruction, evaluate and modify the curriculum.
3. Develop diversified appoaches to the delivery of services.
4. Develop new course offerings.

5. Design course sequencing.
6. Develop and implement the use of the computer in counseling.

D. Assessment Specialist/Advisor

1. Assist students in schedule planning and sequencing and selecting courses.
2. Provide educational planning.
3. Update credit course option list.
4. Provide liaison with mainstream Counselors/ Educational Planners/Department Chairs.
5. Provide liaison with Financial Aid staff to update knowledge of new regulations.

The following are suggested developmental activities in which counselors might participate.

A. Professional Development

1. Participate in professional organizations (hold office, present papers or provide workshops or seminars).
2. Attend professional conferences, workshops or seminars.
3. Participate in staff training sessions.
4. Participate in Rockland Community College faculty development workshops.
5. Write for possible publication.
6. Review professional literature on a regular basis.
7. Participate in activities designed for personal/ professional growth.
8. Build a reportoire of counseling techniques.

B. Institutional Involvement

1. Participate on College committees (i.e. Search, Faculty Senate, CAI).
2. Participate in College activities which are provided for students (i.e. Intercultural Festivals, Student Life Activities, Historically Black College Day).
3. Participate in College activities which are provided for the College community.
4. Attend faculty/staff meetings.
5. Develop liaison/involvement with Student Services Department, particularly the counseling staff.

C. Community Services

1. Develop an effective referral network.
2. Participate in community outreach.
3. Present papers to the community if requested.
4. Serve as advocates for educationally disadvantaged adult students.
5. Develop new program components as a response to community needs and provide basic skills instruction and services at various locations throughout Rockland County.

Job Description - Teaching Assistants

Teaching Assistants serve College Skills and English As A Second Language students in formal classrooms, in the Individualized Learning Activities Center, in the CAI Laboratory, in the tutorial areas in the College Library/Media Center and in the Developmental Centers in the Local Learning Centers. A minimum of a B.A. in an appropriate subject area is required and prior experience with educationally disadvantaged and/or English As A Second Language college students and with CAI is preferred. Proficiency in Spanish is required for assignments with predominately Spanish speaking clientele or other languages dependant on assignment. The Teaching Assistants are responsible to specific Instructors each semester but will ultimately report to the Coordinators of College Skills and English As A Second Language.

Specific Duities Include:

Roles and Criteria (RCC Paraprofessional Form)

1. 20% Meet regularly with Instructors to plan students' assignments for the credit free learning activities, tutorials and classroom activities.

   Provide information necessary for the Instructors to assess and evaluate each student's progress.

   Meet with Counselors to assess students' progress and recommend further study.

2. 65% Supervise students' work, as prescribed by the Instructors, in the credit-free learning activities, tutorials and classroom activities.

   Provide tutoring in reading, writing, study skills, mathematics, and English As A Second Language.

3. Attend staff meetings and in-service training sessions.

4. Keep accurate attendance records and other information required by the College.

5. Participate in needs assessment sessions and College registration sessions assigned by Coordinators.

Teaching Assistants also may coordinate Individualized Learning Activity Center and/or CAI inventories.

EVALUATION

The decision to form the Department of Developmental Studies was based on many factors, but it was our experience that the data and conclusions from the continued evaluation of College Skills, ESL and the Special Services Project over a ten year period provided the most convincing evidence for the need to institutionalize those services which had been successful.[9] Therefore, an evaluation plan was designed for the new department. The final report for the year 1987-1988 is nearing completion, and it is expected that on-going evaluation will be continued throughout 1988-1989.

The College also requires that each academic department draft a list of departmental objectives for the academic year and that full-time faculty and counselors prepare individual plans delimiting how they intend to meet various departmental objectives. The individual plan along with classroom observations and student evaluations becomes a part of each individual's portfolio for yearly evaluation and possibly for application for promotion.

In summary, the Special Services Project at Rockland Community College (1977-1987) provided effective services for educationally and financially disadvantaged college students. Because of the proven success of the Project the College decided to institutionalize these services and form a Department of Developmental Studies which offers instructional, counseling and tutorial services for some 70% of the entering freshmen at the College. As the department expands its role to continue serving developmental students as they move into the College mainstream, it is expected that the student progress and retention will improve and more students will meet their desired educational goals.

References

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[4] Keimig, Ruth. Raising Academic Standards: A Guide to Learning Improvement. ASHE-ERIC Higher Education Research, Report No. 4, Washington, D.C.: Association for the Study of Higher Education, 1983.

[5] Ibid.

[6] Magarrell, J. "Colleges Offered 15 Percent More Courses This Year, Survey Finds: Remedial Classes Increase 22 Percent." Chronicle of Higher Education, 23:173, June 1, 1981.

[7] Op.Cit., p. 76.

[8] Alternative Model for College Skills Program. Rockland Community College, Suffern, New York, June 15, 1983.

[9] Special Services Project Report, Rockland Community College 1986-1987. Rockland Community College, Suffern, New York, December, 1987.

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